

Rationale for Practice Portfolio

Title: Pilot

Grade: 4

Year released: 2007

Reflective Piece Title: Dear Reviewer

__2__ Content (2,2,2)

The writing attempts to establish and maintain a narrowed focused purpose; some lapses in focus. The first paragraph shows the attempt, but then the writer discusses enjoying writing. The writing also attempts to make the literacy connection, but does not focus on the purpose. Some awareness of audience needs is evident when mentioning where the reader could find evidence of richer vocabulary. There is some attempt to communicate with the audience ("If you were asking why it is important..."). Some voice is demonstrated ("Go get suited up..."). Some idea development with unelaborated details is demonstrated, but does not clearly support purpose. The discussion of the persuasive piece leaves the reader with questions about why it was difficult to convince the audience. Characteristics of genre are evidenced in the letter format and the writer's attempt to reference his growth as a writer.

__3__ Structure (3,3,3)

The writing demonstrates logical, coherent organization by using the letter format and paragraphing. Logical, effective transitional elements are used throughout (introductory phrases, simple transitions). Writing contains simple, compound, and complex sentences.

__3__ Conventions (3,3,3)

The writing demonstrates a control of grammar and usage relative to length and complexity. Rules of grammar and the usage are evident throughout. Word choice (life skill, evidence, communicate) is appropriate for audience and purpose. Demonstrates control of correctness relative to length and complexity ("soldier" is noted as needing to be capitalized, but that is the only one).

Instructional Implications:

The writing process is being compared to basic training, but fails to support this claim. When using analogies, a student must be aware of how to use them completely. The writer should also analyze, describe, and explain personal writing progress in order to fulfill the purpose of the reflective entry. Making the connections between writing development and literacy experiences will add support to the purpose.

Personal OR Literary Piece Title: Pilot

___3___ Content (3,3,3)

The writing establishes and maintains an authentic focused purpose throughout by focusing on sights, sounds, and smells a pilot might experience. An awareness of audience's needs is evident in each stanza (vivid descriptions of sights, sounds, and smells). Communicates effectively by using dialogue within the stanzas ("Sly Eye, Sly Eye! You are needed..."). The poem conveys voice ("It's hard being a pilot!"). The writing demonstrates depth of idea development with specific details that lend support to the purpose ("Bloody stench from the men and women..., The rough steering wheels as I fly..."). Characteristics of the genre are evident by the use of poetic devices (imagery, onomatopoeia).

___3___ Structure (3,3,3)

Using stanzas and the use of white space logically, coherently organize the writing. Transitional elements were evident throughout. The use of repeating lines provide transitions and reinforce the purpose. The writing demonstrates control of poetic structure (rhythm).

___3___ Conventions (3.3.3)

The writing demonstrates control of grammar and usage relative to length and complexity. Acceptable word choice that is appropriate for the audience and purpose is evident throughout (rumbling, stale, metallic). The writing demonstrates control of correctness relative to length and complexity (misuse of it's and crawl needing "ing" are noted).

Instructional Implications:

More instruction on the usage of it's and its and adding ing to verbs would have helped this writing be clearer. Instruction should focus on progressing to poetry writing that is less formulaic.

Transactive Piece Title: Dear C. C. County Board Members

__3__ Content (3.3.2)

The writing establishes and maintains an authentic focused purpose throughout, which is to persuade the board to shorten the school week to four days. An awareness of the audience's needs is visible ("Using less money on electricity..."). Communicating with the audience adequately is evident ("Wouldn't you like to spend more time...?"). The writing demonstrates some idea development with unelaborated support. Reasons for the shortened week are given, but the problems the board may have with shortening the week are not addressed. Therefore, the characteristics of the genre are not all applied.

__3__ Structure (3,3,3)

The writing is coherently organized by using paragraphs and a letter format. The writing demonstrates logical, effective transitional elements throughout (paragraphing, transitional phrases). There is a control and variety in sentence structure ("It would give kids more vacation time to spend with their families...").

__3__ Conventions (3,3,3)

The writing demonstrates control of grammar and usage relative to length and complexity. The writer knows and applies grammar rules. There is evidence of acceptable word choice that is appropriate for the audience and purpose (opportunity, responsibility, siblings, shortening). The writing demonstrates control of correctness relative to length and complexity.

Instructional Implications:

More instruction on the characteristics of persuasive writing should be addressed.